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ABSTRACT

This curriculum guide contains material to supplement the language instruction in business English. It is a complete instructional package designed to improve the editing, reading, listening, and speaking skills of the office technology student. It includes a description of the rationale for the whole language approach to language instruction, a Master Lesson Plan with expected learner outcomes, the student/tutor protocol, instructions for pre- and posttests, business documents for transcription, and these evaluation instruments--Error Frequency Chart and Value Added Survey, Parts 1 and 2. The materials are designed for use in a lab setting where a teacher or tutor can work with students individually and where students have access to tape players/recorders or dictaphone equipment. One set of materials can be completed in approximately 16 hours of lab time. Two sets of materials are included. Other contents are a description of the results of a field test of the materials and data analysis. (YLB)

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VERNON REGIONAL JUNIOR COLLEGE

CURRICULUM FOR WHOLE LANGUAGE INSTRUCTION IN OFFICE TECHNOLOGY



June 1993

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Acknowledgment

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In addition to Dr. Jon Hittmann, who served on the Project Advisory Committee, Dr. Larry Key and Dr. Anna Auvenshine of the Texas Higher Education Coordinating Board provided necessary assistance in the successful completion of this project.

On behalf of the project staff, I gratefully acknowledge the assistance of Dr. Wade Kirk, President of Vernon Regional Junior College, who made the resources of the college available for the work of this project, and Mrs. Mary Elliott, Executive Dean of Instruction of Vernon Regional Junior College, who provided day to day encouragement and good counsel. Likewise, we are grateful to Dr. Susan McBride, Vice President for Instructional Services at Northeast Texas Community College, for cooperation in arranging for faculty and students at Northeast Texas Community College to participate in the preparation of materials and the field test that followed.

Joyce Hinds
Project Director

CURRICULUM FOR WHOLE LANGUAGE INSTRUCTION
IN OFFICE TECHNOLOGY

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June 1993

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Executive Summary

Vernon Regional Junior College in collaboration with Northeast Texas Community College undertook a project in July 1992 to develop, field test, and disseminate instructional materials for instructor use in office technology programs. This material provides a "whole language" approach, with directions for instructional strategies aimed at improving the speaking, reading, writing, and listening skills of the office technology student. This material also includes a description of a field test of the material and an analysis of the data gathered in the field test, including conclusions about the effectiveness of the instructional material.

A Project Advisory Committee met with the project staff in September 1992 and February 1993 to review the objectives of the project, a skills list, and the curriculum materials created by the project staff. This committee included representatives from the work place, teacher education faculty, the Texas Higher Education Coordinating Board, and other community colleges, including counseling and teaching staff.

Project staff members from Vernon Regional Junior College and Northeast Texas Community College created business documents to be used in a "whole language" methodology. Those documents as well as the lesson plans to accompany them were created by December 1992. Evaluation instruments were also created by the project staff. A field test was conducted in a business English class at Vernon Regional Junior College and at Northeast Texas Community College during the spring semester of 1993. Data was gathered using the evaluation instruments, and that data was analyzed by Dr. Steve Tipps, a statistical consultant. The results of that analysis are contained in this report.

Project Staff

CURRICULUM FOR WHOLE LANGUAGE INSTRUCTION IN
OFFICE TECHNOLOGY

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A Project Funded by the Texas Higher Education Coordinating Board
through the Carl D. Perkins Vocational Education Act, Project
#33110001

June 1993

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Introduction to Curriculum

Introduction to Curriculum

Curriculum for Whole Language Instruction for Office Technology contains material to supplement the language instruction in business English. This material includes a Master Lesson Plan with expected learner outcomes, the student/tutor protocol illustrated with a flow chart, business documents, evaluation instruments, and a description of the results of a field test of the materials. The expected learner outcomes on the Master Lesson Plan include skills selected from the skills lists for office technology students reported in Prerequisite Skills for Postsecondary Vocational Programs (Hinds, 1988) and Office Occupations 2+2 Planning Project (Nobles, 1989).

This curriculum is a complete instructional package designed to improve the editing, reading, listening, and speaking skills of the office technology student. It includes a description of the rationale for the whole language approach to language instruction and step by step plans for implementing this teaching method along with field-tested materials for student use. In addition, evaluation instruments are included so that student progress can be assessed. Instructors may photocopy these instructional materials for classroom use.

The materials are designed for use in a lab setting where a teacher or tutor can work with students individually and where students have access to tape players/recorders or dictaphone equipment. One set of materials can be completed in approximately sixteen hours of lab time. Two sets of materials are included.

Description of Teaching Method

Definition and Rationale

"Whole language" is used in this material to mean, first, a method of promoting literacy in a way that requires students to deal with whole texts in a realistic form. Representative memorandums, letters, and business reports were created for students to use as the basic texts in this program. In addition, "whole language" is used here to mean a method of promoting the related language arts skills: reading, writing, speaking, listening, and thinking. For example, punctuation errors may be rooted in the writer's reading problems, such as inappropriate pauses or monotone reading. In addition, incorrect or dialectal pronunciations often interfere with correct spelling. These writing problems, then, may best be approached first through instruction in speaking and reading. The interrelatedness of language skills may be one reason that traditional instruction targeting discrete skills, such as grammar exercises in the English class, is of limited effectiveness. Another possible explanation has been explored by Stephen Krashen, who hypothesizes that there is a distinction between the conscious language pattern learned for monitoring purposes and the subconscious language patterns acquired through concentration on communication.

A teaching strategy that seems to address the interrelatedness of the language arts was described in unpublished research presented by Vivian Brown at the Southwest Regional Conference on English in the Two-Year College at Las Cruces, New Mexico, in the fall of 1991. Brown developed materials for use in developmental English classes at Laredo Junior College. Modeling her technique after one used previously with students speaking a Black dialect, Brown required that her composition students read and transcribe documents in exercises called "Dialect Shifting Techniques." Her data showed her technique to be highly successful with her students. Because this technique does not require the student to create compositions but emphasizes the editing phase of the writing process, this approach seems particularly appropriate for office technology students. Therefore, the methodology described in the Student/Tutor Protocol and Flow Chart is modeled after Brown's experiment.

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Master Lesson Plan

MASTER LESSON PLAN

Goal: To improve the student's language skills that are deemed most important in office technology, namely increased reading fluency, accuracy of pronunciation, and skills in editing.

LEARNER OUTCOMES

The student should be able to

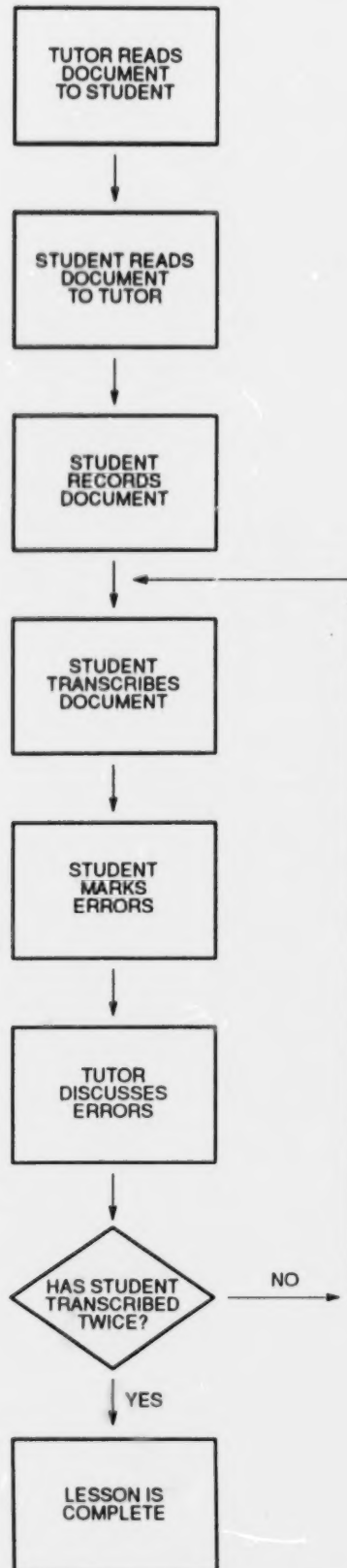
- 1) recognize dialectal deviation from standard pronunciations.
- 2) adjust dialectal pronunciation to accommodate phonetic spelling.
- 3) associate oral pauses with appropriate punctuation options.
- 4) associate punctuation marks with appropriate oral pauses.
- 5) distinguish between words commonly confused.
- 6) distinguish between the "s" ending that designates a possessive word and one that does not.
- 7) choose the appropriate spelling of commonly misspelled words.
- 8) create the correct format of standard business documents.
- 9) capitalize words correctly.
- 10) place the apostrophe correctly in contractions
- 11) recognize and add appropriate words to incomplete constructions.
- 12) read accurately material written on the 12th grade level.
- 13) write correctly abbreviations commonly used in business English.
- 14) use verbs that agree with subjects.
- 15) use the correct tense of verbs.
- 16) punctuate titles correctly.
- 17) recognize and use the most common letter styles.
- 18) write numerical information according to convention.
- 19) use the dictionary to correct spelling.

***Student/Tutor Protocol
With Flow Chart***

WHOLE LANGUAGE STUDENT / TUTOR PROTOCOL

1. The teacher/tutor reads the business document to the student.
2. The student reads the business document to the tutor/teacher.
3. The student reads the business document, recording it.
4. The student plays the tape and transcribes the business document without reference to the original written document.
5. The student compares what she/he has written to the original document, marking deviations.
6. The tutor/teacher discusses the deviations/errors with the student.
7. The student transcribes the material again.
8. Step 4 is repeated.
9. Step 5 is repeated.
10. Step 6 is repeated.

Whole Language Protocol



Documents For Transcription

DOCUMENT SET A

(This set has a readability level range of 8.7 - 14. Use this Pretest and Post Test for all students.)

GENERAL INSTRUCTIONS FOR PRETEST AND POST TEST

PRETEST

The pretest should be given to the class after orientation to the whole language project but prior to any course work.

1. Specify the document style/format and punctuation style, and, if necessary, briefly explain and demonstrate.
2. Call attention to potential trouble spots in the document, such as underlining in titles or headings, phrases in all capitals, unusual spellings of proper names, abbreviations, and certain marks of punctuation. Students will supply necessary punctuation and make paragraphing decisions.
3. Dictate the document to the class slowly enough that everyone has time to write all the words as they are dictated. Try to dictate in phrases so that students can insert punctuation appropriately. Do not repeat or reread the document after completing the dictation.
4. Allow no more than five minutes for students to review and make changes in their transcribed document. Do not give help.
5. The instructor will give the pretests to the project tutor for evaluation and recording.

POST TEST

The post test will be given after the final weekly document has been completed. The classroom dictation procedure will be the same as the pretest, and the instructor will give the post tests to the project tutor.

The students will meet individually with the tutor to complete the post test activity in which the students will record and then transcribe the post test document.

The project tutor will evaluate the dictated documents, the students' recordings, and the students' transcribed documents.

Set A - Document 1 - Pretest, Letter of Application
Readability Level 11.15

1745 Victory
Dallas, TX 76301
February 20, 1993

Mr. James Williams, Personnel Director
Green Environment Corporation
4726 University Drive
Fort Worth, TX 76133

Dear Mr. Williams:

Your ad in the Dallas Times for an administrative assistant describes the position I've been seeking. Please consider me an applicant for the job.

For the past two years I have worked as a secretary for the Sanitation Department of the City of Dallas, where I handled correspondence regarding the city's new recycling program. I received my Associate of Applied Science degree in Office Technology from Dallas County Community College, and it prepared me well for working in an administrative office. I am proficient in using the computer for word processing, spreadsheet, and data base. The enclosed resume gives more detail about my experience.

I would like to have the opportunity to talk with you further about my qualifications for this position. I will be there in Fort Worth during the week of March 10 and would appreciate an interview then.

Sincerely,

Ms. Connie Jones

Set A - Document 2 - Memorandum
Readability Level 6.30

TO: All Sales Representatives

FROM: Jim Roberts, Regional Manager
Department of Marketing and Sales
Texas Computer Systems

SUBJECT: Quarterly Dinner Meeting

DATE: March 15, 1992

The quarterly dinner meeting of sales representatives of the Fifth Division will be held at the Mount Pleasant Holiday Inn on Thursday, April 15, 1993, at 7 p.m., for the following purposes:

1. To review and compare sales figures for the third quarters of 1992 and 1993;
2. To discuss marketing strategies for international competition;
3. To select training opportunities for the upcoming fourth quarter;
4. To identify possible areas of research for the development of new computer technology.

Let us know if you will be able to attend this meeting by contacting my secretary, Jill Jackson, at (903) 572-1911 by April 10, 1993. I look forward to seeing each of you.

jj

Set A - Document 3 - Letter of Inquiry
Readability Level 10.76

215 Houston Street
Commerce, TX 75428
April 15, 1993

Mr. James C. Hooper, Manager
LAN Software, Inc.
143 Industrial Drive
Tulsa, OK 80809

Dear Mr. Hooper

From reading PC World magazine, I've noticed a rapid expansion during the last few months in LAN Software products. If your need for state-of-the-art software specialists is also expanding, I hope my enclosed resume will interest you.

While I have worked extensively in systems using WordPerfect 5.1, dBASE IV, and Lotus 1-2-3, my senior project was done in LISP. I believe LISP is a language full of potential for LAN's most interesting work in artificial intelligence.

If an interview is possible, I will be pleased to come to your office when you wish. In any case, I hope we will find an opportunity to compare notes on the high-tech advances that are of interest to both of us.

Sincerely

Ms. Linda Perry

Enclosure

Set A - Document 4 - Memorandum
Readability Level 11.87

TO: All Personnel

FROM: Judy Sanchez, Supervisor
Employee Relations

SUBJECT: New Smoking Policy

DATE: April 14, 1993

Due to laws governing smoking in public places as well as a concern about the effects of smoking on the health of our employees, the Board of Directors has decided to implement a new company policy concerning smoking.

Smoking will be prohibited in all public access areas, all offices, and all meeting rooms. While management encourages employees to choose not to smoke and supports a smoke-free environment, smoking areas will be provided for those who require them. Room 113 has been designated a smoking area as has the covered patio across from it. Smokers will please use the ash cans provided for their convenience.

The Employee Relations Department will be offering "Kick-the-Habit" incentives for those employees who are trying to quit smoking. If you're interested, contact Richard Andrews to set up an appointment.

We are confident that all personnel will cooperate with this new policy and help us make our work place safer, cleaner, and more pleasant for everyone.

jm

April 25, 1993

IMPLEMENTATION OF NEW SMOKING POLICY

On April 14, the Employee Relations Department circulated a memorandum to all personnel about the non-smoking policy approved at the April 2 board meeting. The memo stated the requirements of the policy and informed smokers of accommodations designed for their convenience as well as opportunities for those who want help in breaking the smoking habit.

Follow-up measures listed below will enable management to observe the extent to which employees are complying with the new policy.

1. Janitorial service has been asked to file a weekly report specifying the daily condition of both smoke-free and designated smoking areas.
2. Employees have been encouraged to respond in writing to the Employee Relations office with their feelings about the policy's fairness and practicality. Forms for this purpose have been placed in all work areas.
3. Ann Floyd, assistant supervisor, has circulated a list of "Kick-the-Habit" programs available to smokers who want to quit but need help. Programs will be scheduled according to need.

We will monitor the first month's response to the policy and report our findings to the board before its June meeting. We are sure our people will be cooperative and helpful as we make this move toward a more healthful environment.

Set A - Document 6 - Letter, Credit/Collection
Readability Level 8.35

April 15, 1993

Mr. James C. Ward
4501 Branch Street
Austin, TX 78734

Dear Mr. Ward

Forty-eight hours from the date of this letter, your delinquent account--No. 46714325--for \$305.75 will be turned over to our attorney, Ms. Sandra Minter, for collection by legal means.

You can still avoid legal proceedings against you by paying this account in full no later than noon, Friday, April 18, 1993, to Mr. Mark Gonzalez at 1275 Main Street (phone 512-982-5824). Please take the time right now to write a check for \$305.75 to cover this bill.

Your cooperation at this late date can benefit you in two ways: you will avoid legal action against you, and you will maintain your credit rating. Please act immediately.

Sincerely

Alan G. Gilbert, Assistant Manager
Customer Credit Department

Set A - Document 7 - Simplified Memorandum, Purchase Requisition
Readability Level 9.44

October 16, 1993

Purchasing Department

REQUEST FOR PURCHASE OF DATABASE PROGRAM

Due to a 20 percent expansion in our overseas environmental research project, we're installing a new computer network system to simplify communication between our headquarters and the research site.

When the network becomes operational this coming January, we'll need to upgrade our database. Since we're starting with a new system, the time is ideal for us to change to the new version of Paradox by Borland International. Paradox DOS has many features our current database lacks; and, at the same time, it is very user friendly. The cost for the software package is \$595 with a site-license fee of \$90 for each network node. Fifty computers will operate from the network; therefore, the total cost for the software will be \$5,095, plus shipping and handling costs.

The toll-free number for Borland is 1-800-331-0877, ext. 5882. Please notify me if you need further information before moving ahead on this purchase acquisition.

Bob Anderson
Information Systems Manager

mas

Set A - Document 8 - Business Letter, Purchase Order
Readability Level 9.01

October 19, 1993

Borland International
ATTN: Sales Department
5820 Indiana Avenue
Greenville, NC 32601

Ladies and Gentlemen

We are upgrading our database to accommodate our new computer network system. Your new version of Paradox has become available at just right time.

Please send us one Paradox DOS, Version 2.2, to install on our file server, which is an IBM PS/2 486 running Novelle 2.1, and site licenses for 50 workstations. The cost of the software is \$595 for the program and \$4,500 for the site licenses--50 workstations at \$90 each, for a total of \$5,095. The attached Purchase Order No. 90235 specifies tax, shipping charges, and delivery address.

Since our network becomes operational January 1, we need to receive this software no later than November 15 in order for our information systems specialist to install it. For further information, contact me at 1-800-372-7786.

Sincerely

J. L. Clarke
Purchasing Department

sf

Set A - Document 9 - Business Letter, Response to Purchase Order
Readability Level 9.28

October 26, 1993

Mr. J. L. Clarke
Purchasing Department
Green Environment Corporation
1463 Camp Bowie Blvd.
Fort Worth, Tx 76133

Re: Purchase Order No. 90235

Dear Mr. Clarke

We have some good news and some bad news. We received your order for our new version of Paradox DOS which was scheduled to be released in November. However, sometimes schedules don't work out as planned. Although our release time for this product has been delayed, we expect to be able to ship your order on December 1. Now here's the good news: the price for the software has been reduced to \$495.

Please accept our apology for the inconvenience this delay may have caused you. To compensate, our technical staff will help you get Paradox DOS installed and ready to run on your new system by the January 1 target date.

Francis Goodnight in our Customer Service Department will contact you to make arrangements for one of our technicians to assist you with the software installation.

Very truly yours

Jose Vasquez
Sales Department

pc

March 1, 1994

EFFECTIVENESS OF NEW DATABASE SOFTWARE

The Paradox DOS database purchased for use in our overseas environmental research project was installed in December of last year and has been fully operational since January 1. After having used it now for two months, we are pleased to report that it is working very well.

The installation of the software went smoothly with the assistance of the Borland technicians, and its operation has been trouble free up to this point. As advertised, it has proved to be user friendly. Our data processors quickly learned the commands and began inputting data immediately.

So far we can report three positive results.

1. The new central processors operate 45 percent faster than our old models; therefore, more data can be entered and processed daily.
2. Because the database is now connected to the network, information from the research site is immediately available at headquarters.
3. The database software assembles raw data into usable information for our engineers' reports.

Set A - Document 11 - Letter, Legal
Readability Level 11.51

November 12, 1993

Mrs. Karen Rodriguez
2519 Horseshoe Lake Road
Iowa Park, TX 76367

Dear Mrs. Rodriguez

As I explained when we talked by phone last Wednesday, I am sending you a letter spelling out in some detail the early steps that will be followed in order to settle your husband's estate.

First, in order that you may examine personal records, bank accounts, and safety deposit boxes, certain items must take precedence in order of preparation. These are the Petition for Probate of Will and Letters Testamentary.

Next, the date, time, and place for a hearing on the petition will be set by the court clerk. All persons who have an interest in Edward's estate must be notified of the hearing as required by law. Such people, including beneficiaries, trustees, or guardians, may decide whether or not to attend.

In accordance with the law of the state of Texas, a court-approved appraiser will work with me to establish the total value of the estate's assets, including both real and personal property.

As soon as the hearing occurs, I will supply you with certified copies of the papers necessary for you to establish a bank account in the name of the estate and to collect on Edward's insurance policies. Then, once the judge has signed the necessary orders, you will have legal authority over Edward's property.

I will be in touch with you periodically as the above steps are accomplished. Meanwhile, if you have questions or concerns that I might answer, please call me.

Sincerely

WILLIAMS, PRATHER, AND SMITH

Joan B. Prather
Attorney-at-Law

Set A - Document 12 - Letter, Medical
Readability Level 12.18

August 5, 1993

Dr. Marilyn S. Kramer, Internist
Medical Arts Center
1311 Seventh Street
Beaumont, TX 75401

Dear Dr. Kramer

Darla Kay Sanderson, 462-64-3702, is being referred to you for further examination.

When this 15-year-old female came to my office for a physical examination so that she could participate in high school athletics, I found her blood pressure to be significantly above the normal range for her age, weight, and build. The patient could not recall an incidence of high blood pressure in the past and reportedly has been in good health other than experiencing minimal discomfort from seasonal nasal allergies. Her mother reported no family history of hypertension or heart disease.

My diagnosis is hypertension due to a narrowing of the upper portion of the aorta. My recommendation is further testing to determine if there is congenital heart disease, kidney disease, or gland disturbance.

I would appreciate a second opinion on the diagnosis before conducting additional testing or prescribing medication.

Sincerely

David M. Austin, M.D.

Set A - Document 13 - Letter, Financial
Readability Level 11.83

May 2, 1993

Mr. Alexander Phillips
Home Realty
25 Union Circle
Austin, TX 78759

Dear Mr. Phillips

RE: Loan Eligibility and Requirements

Thank you for your letter dated April 14 inquiring about our requirements for a home loan for your clients, Russell and Barbara Benchley.

We have reviewed the information you sent us, and we can tell that your clients meet some of these requirements already. They appear to be financially secure since they are both employed and their incomes are stable. Their available cash is adequate for a down payment on a home in the range you have specified. Also, their situation suggests that they will be able to produce collateral necessary to accede to banking regulations.

Although we would, of course, conduct a credit check, our preliminary look at your clients' financial record suggests that they do not have a burden of indebtedness now nor have they in the past. They should know that, as a matter of course, we will also require verification of employment; and we will contact former employers for references.

When the Benchleys are ready to initiate action, we will set up an appointment to begin an appraisal of their situation and to discuss the option of a 30-day escrow.

We appreciate your inquiry on behalf of Mr. and Mrs. Benchley and look forward to helping them with their financial needs.

Yours truly

Gerald P. Morgan
Financial Assistance Manager

Set A - Document 14 - Memorandum, Position Announcement
Readability Level 14.32

TO: The Staff

FROM: Alice Keating, Personnel Director

SUBJECT: Announcement of Position

DATE: January 14, 1992

A position of correspondence secretary in the Data Processing Center will become available March 1. The position requires the following qualifications: a typing skill of at least 40 words per minute and basic English skills.

The job of correspondence secretary involves typing and transcribing information to be sent to specified departments as well as to our clients. The Data Processing Center provides a distraction-free setting, conducive to low stress and high productivity. For example, this position is not responsible for (1) handling customers, (2) answering the phone, (3) running errands, or (4) working with numbers.

On-the-job training will allow the person who fills this position to learn to use state-of-the-art automation equipment and to gain a proficiency in several different word processing systems. For a position requiring minimal qualifications, the starting pay is good; and the work situation provides an opportunity to take advantage of seasonal increases in work load for commensurate increases in pay.

Interested employees, please contact me before April 1.

clw

Progress Report of June 30, 1993, on
Allen Johnson (462-75-7719)

The patient was admitted to the hospital at 8:22 a.m. on Wednesday, June 28, for examination in connection with a cardiac condition for which he has been receiving treatment for over three (3) years. At that time the patient was experiencing an attack of angina pectoris, from which he suffers frequently and for which he has been under self-administered medication since October 1989. The patient is 67 years old and has controlled his use of the prescribed nitroglycerin tablets himself, with apparent good judgement and safety until recently. For the last four months, he has called for a prescription refill early, as much as ten days before his month's supply should have been depleted. When his last request for more medication was denied, he demanded a new cardiologist.

Because of the change in medical supervision, the patient has been admitted to the hospital for specified tests, general medical assessment, and thorough cardiac evaluation. The objective of this process is to stabilize the patient's medication and put him again in control of its administration. His release, therefore, is contingent upon meeting the above specifications.

Set A - Document 16 - Post Test, Letter of Request
Readability Level 11.15

July 20, 1993

Dr. Bernard Springer
1872 Pecan Drive
Houston, TX 77029

Dear Dr. Springer:

Would you be willing to give your support to the upcoming referendum regarding a new city sports and recreational facility?

The city commission has proposed a referendum to dedicate 20 acres of public land to the development of a city park with softball, soccer, and picnic areas. The commission feels it necessary, however, to obtain voter approval. Since public opinion on this subject has been historically apathetic, we have little hope of winning this approval without the help of prominent citizens.

We are counting on you to show your support for this worthy project by your attendance at the meeting Tuesday, August 6. Also, if you would be willing to speak on behalf of the referendum, your endorsement would help make the public aware of the need for this facility and the justification for the referendum.

I will call you early next week for your reply.

Very truly yours,

Deborah Jenkins
City Parks Commission

DOCUMENT SET E

(This set has a greater range in readability levels and more selections in the 7 - 9 range. Use as alternate.)

Set E - Document 1 - Letter of Resignation
Readability Level 10.15

March 15, 1993

Mr. Gene Stewart, President
Wisdom Office Supplies
Mt. Pleasant, TX 75455

Dear Mr. Stewart:

To make full use of my college training in office technology, I have accepted a management position with Oxford Products, a manufacturer of office furniture. My resignation will be effective April 15, 1993. I will be glad to help in any way possible to train a replacement.

For the past two years, I have given serious thought to making a change. I sincerely appreciate the opportunity you gave me here at Wisdom Office Supplies to learn about the marketing and sale of office supplies and the importance of hard work. I am especially grateful for the help this job provided in financing my college education.

I have enjoyed working here and will continue my personal friendship with you and your staff.

Sincerely,

Judy Mason

Set E - Document 2 - Letter of Request
Readability Level 10.32

February 21, 1993

Ms. Louise Wright, Director
Environmental Planning Commission
2167 Pacific Coast Highway
Los Angeles, CA 90042

Dear Ms. Wright

We would like to participate in Life 2000, the Green World Society's environmental fair occurring May 16 through May 23 in San Diego.

At its regular monthly meeting on Wednesday, the membership of the local chapter of Save the Planet voted to participate in the fair. For several years we have operated a recycling program featuring unique methods of public involvement. The enclosed literature explains the effects and benefits of our conservation efforts.

We feel that our group has a valuable contribution to make to this timely event, and we hope that you will accept our proposed entry. Please advise me of the next step in participating in Life 2000.

Yours truly

George A. Sullivan, Jr.
President, Save the Planet

sg

Set E - Document 3 - Goodwill Letter
Readability Level 8.94

January 15, 1993

Mr. and Mrs. Warren Young
3496 Coastline Road
Lakeside City, TX 76309

Dear Mr. and Mrs. Young

We are happy to have you join our community of Lakeside City. We look forward to getting to know you and your family.

You are invited to the monthly meeting of the Community Council on February 5. The council meets the first Tuesday of each month at 7 p.m. in the Community Recreation Center which is located at 1900 Waterfront Drive. At next month's meeting we will elect officers and discuss the needs of our volunteer fire department. Also, the February meeting always includes a special welcome to and recognition of new members of our community.

I enjoyed meeting you at your property closing last month and hope you will soon feel at home here in Lakeside City. We're glad you chose our community for your home. You will find it a safe and satisfying place in which to live and raise your children.

Yours truly

Mrs. Audrey Adams, President
Lakeside City Community Council

WS

Set E - Document 4 - Letter, Credit/Collection
Readability Level 8.25

April 15, 1993

Mrs. Angie Jackson
4501 Cedar Creek
Waco, TX 76712

Dear Mrs. Jackson

As you can see on the enclosed statement, we have not received a payment on your account for the VCR you purchased in December from our Austin store.

We have not had a reply to the reminders and letters that we have been sending to you since February. I have been trying to contact you by phone for the past month.

Are there any unusual circumstances that have prevented you from making payments on your account? If so, we would be glad to discuss the problem with you. We can arrange an alternative schedule of payments if your financial condition permits such an arrangement.

Unless we hear from you, we expect to receive full payment of \$225 for the VCR by May 15, 1993.

Sincerely

Margaret I. White
Credit Manager

jg

Enclosure

EMPLOYEE HANDBOOK

Welcome to our staff! We are happy to have you join our organization on a full-time basis.

We have prepared this handbook for new employees to help you understand our policies and goals. It discusses our role in the community as well as our own company rules and regulations. Your employee benefits are also covered. We will have a new employee's meeting to discuss any questions you have after you have read the handbook.

We expect all employees to conduct themselves in a professional manner. You must be at work on time, dress appropriately, follow our regulations, and complete assigned work to the best of your ability.

Appropriate dress is required of all employees. We suggest coordinated suits or dresses. Casual clothing such as jeans, knit shirts, and overalls are inappropriate.

Identification badges are provided. You should wear them at all times.

If you have a problem or complaint, be sure to discuss it with your immediate supervisor. If the problem is not resolved to your satisfaction, contact your area manager or personnel director.

Set E - Document 6 - Business Letter, Premium Past Due
Readability Level 7.38

September 5, 1993

Ms. Linda Bernard
26 Camden Place
Indianapolis, IN 46208

Dear Ms. Bernard

Today we learned that your premium payment has not been received on your automobile insurance Policy No. 4728-000-25B. We want to give you the opportunity to correct this oversight and to make your payment without a lapse in your coverage.

If you'll send us your check in the amount of \$379.65 along with your payment coupon, your coverage will continue without interruption for the next six months. An optional payment plan is available; you may pay half the premium amount plus a \$6 service charge for a total of \$195.83 for three-months' coverage. If you choose this split-payment plan, we will bill you in three months for the second-half payment.

Our Customer Service Department wants to accommodate you in working out a payment plan. If you require further assistance, call me at our toll free number, 1-800-115-7203. I'll be happy to assist you.

Sincerely

J. Paul Finley
Customer Service Representative

cst

Set E - Document 7 - Letter, Request
Readability Level 9.12

April 15, 1993

Mr. Edward T. Perry
Sales Representative
Action Computer, Inc.
3534 Metric Boulevard
Austin, TX 78759

Dear Mr. Perry

On February 28 we ordered a TG108 ribbon cable to use with the plotter/printer connected to our office microcomputer. On March 4 we received the TS108 ribbon cable (Invoice 1684), a cable obviously incompatible with our plotter/printer. We explained the mistake and returned the product, assured that the TG108 would be delivered within a reasonable period of time.

Yesterday, more than six weeks after placing our order, we received another TS108 cable, accompanied by your letter of apology.

Surely you can understand our concern. We know that anyone can make a mistake, but how would you feel if you were in our place? We have been without the use of this equipment for six weeks. We now face another delay. Please send us the correct order before April 22 or refund our payment of \$34.65.

I can be reached by phone from 8:30 a.m. to 5:30 p.m., Monday through Friday, at 512-448-3948. If I am out of the office, my secretary, Monica Jackson, will be glad to take a message for me.

Sincerely

George F. Williamson
Division Manager

pj

Set E - Document 8 - Letter, Sales
Readability Level 7.59

November 1, 1992

Ms. Cynthia Morris
1778 W. Third Street
Mt. Pleasant, TX 75456-1778

Dear Ms. Morris:

We are pleased to announce that Sinco Corporation has commissioned Fargo Silversmith to create in rich and precious metals a limited edition sculpture of our famous emblem--the Mountain Eagle.

This beautiful sculpture, made in pure 24 kt. gold mounted on a marbled base, is being manufactured exclusively for our preferred customers of ten or more years--and for no one else. This is a one-time offer. A more detailed description of the sculpture is in the enclosed brochure.

The price of this item is just \$556.99 including shipping and handling. We have made arrangements for you to purchase insurance for your sculpture directly from Fargo Silversmith. You may pay for your sculpture in monthly payments of \$23.21 for 24 months. A finance charge will not be assessed. Payment will begin one month after you receive your item. Satisfaction is guaranteed.

Please complete the order form and mail it today. We look forward to receiving your order.

Yours truly,

Mary Kennon
Sales Representative

sc

Enclosure
Sales Representative

Set E - Document 9 - Letter, Credit/Collection
Readability Level 7.25

October 12, 1992

Mrs. Keith Daniels
2408 Tyler Street
Daingerfield, TX 75444

Re: Acct. No. JD78456-43-001

Dear Ms. Daniels:

What can we do to persuade you to pay your seriously delinquent account--JD78456-43-0001? This is the fifth notice regarding an overdue balance of \$1,018.29. We have offered to extend the pay period, to reduce the monthly payments, to refer you to lenders for help, and to work with you in creating a payment plan to get your account current.

So far we've received no indication of your willingness to cooperate. Thus, we have sent your account to our legal department. Our company attorney reports that several legal options are available for collecting our money.

We do not want to go to court on this matter and have decided to extend your credit for one month--only 30 days. To avoid legal action, please send us a check for \$1,018.29 on or before November 15, 1992. Please use the enclosed post-paid envelope.

Sincerely yours,

Dale Carnes, Department Head
Collections

jp

Enclosure

A PROPOSAL TO PROVIDE TRAINING TO THE EMPLOYEES
OF C & N CORPORATION

Prepared for: Jack Traylor, Regional Manager
Prepared by: Judy Spills, Division Manager
Date: October 25, 1992

I would like to recommend that C & N Corporation develop a system of training for all employees. There is no system in place currently. The model I would like to propose includes providing a system of identifying program training needs and matching training seminars, workshops, and courses with those needs.

All training should satisfy three basic needs.

1. Organizational career needs that result from promotions or transfers.
2. Technical needs related to evaluated deficiencies.
3. Individual needs for growth.

The following guidelines will apply:

1. All training requests will be reviewed by a committee.
2. Training evaluation forms must be completed for all individuals selected for training.

I have presented this plan to the training department in my division. As soon as this proposal is approved, the training department will proceed to put the procedures into effect.

BETTER VISION THROUGH VITAMINS?

According to Benjamin J. Ruiz, M.D., a suburban Fort Worth ophthalmologist, getting answers to questions about diet, exercise, stress, and allergies is an important part of the detective work involved in tracking down the cause of an eye problem, or, better yet, stopping one before it starts.

That is because Dr. Ruiz believes the most important requirement for healthy eyes is a healthy body. "You can never forget that your eyes are connected to the rest of your body," he says.

Your eyes can be hurt by whole-body diseases like high blood pressure, heart disease, and diabetes. In fact, looking into the eyes is a good way to see signs of those illnesses. They are the only place in the body where blood vessels can be viewed directly. Clogged, bleeding, or scarred vessels in the back part of the eye, called the retina, mean the same problems are occurring elsewhere in the body.

Every one of his patients, whether he or she has an eye problem or not, is encouraged to change his or her diet toward whole grains and fresh produce, to stop smoking, and to get plenty of exercise and rest. Dr. Ruiz recommends vitamin supplements to patients with special problems and to older patients.

If Dr. Ruiz sees previous eye damage--scar tissue or injured blood vessels in the retina--he recommends 200 to 400 International Units of vitamin E and 50 milligrams of zinc to help maintain the health of the blood vessels and the cells of the retina.

"The saddest people I see are those I can't do anything for, those who are blind," says Dr. Ruiz. "You can't turn back time, but you can make the most of the time you have. The main thing people must realize is that they are the masters of the r own health."

Set E - Document 12 - Legal Letter
Readability Level 8.16

April 13, 1993

Mr. Harry Mayer
309 Trailwood Drive
Dallas, TX 75229

Dear Mr. Mayer

Today we filed a complaint in your cause asking for damages as listed:

1. General damages in the amount of Fifteen Thousand Dollars (\$15,000.00). This is the maximum amount under the law that can be awarded; but it is, of course, no indication of the actual amount that the jury may award you.
2. Special damages to cover medical expenses, hospital charges, and disability payments for the period of one (1) year.

The defendant must answer the complaint within 30 days after he is notified provided no other charges are filed on behalf of the defendant.

When the defendant's answer is received, we will file a motion for trial and ask that the court notify us when a trial date has been set.

If you have any questions regarding the procedures or the upcoming trial, let me know. We will keep you informed of any new developments and the date of the trial.

Sincerely

Stanley G. Spann

Set E - Document 13 - Legal Letter
Readability Level 9.48

April 23, 1993

Ms. Stephanie Groves
3545 Greystone Drive
Austin, TX 78731

Dear Ms. Groves

SUBJECT: Flood Insurance

You may be interested in the enclosed brochure describing our agency's three plans for insuring your property against flood damage.

Because your home on Greystone Drive is within the previously flooded area of Austin, we recommend you consider Plan 3 to adequately meet your current needs. This plan provides \$100,000 in damages, but it includes a \$1,000 deductible per year. It would apply to any type of flood damage--house and lot or household items. You are now listed in the Flood Control Plan for the greater Austin area.

If you need further information in order to make a valid decision, please contact us by phone. We will be glad to set up an appointment for you with one of our qualified agents.

You can begin coverage immediately by coming by our office at 10098 Anderson Lane or by calling 512-345-4565.

Sincerely

Jessica F. Butler

lw

Enclosure

Set E - Document 14 - Legal Letter
Readability Level 8.62

October 15, 1993

Mrs. Sara Lee
2620 Lane
Mount Pleasant, TX 75455

Dear Mrs. Lee:

I have included in this letter what to expect when you report for your initial day of jury duty. First, you need to bring your summons with you and check in with the court clerk or the jury office. Next, you will take the elevator to the fourth floor and go to the jury lounge, Room 4101, for a brief orientation session. This session will consist of a five-minute welcoming lecture by Judge Wilkinson and the distribution of a jury handbook. You will be able to review the handbook while you wait to be selected for a trial.

Several other prospective jurors will be in the lounge with you. All of you will make up the jury pool and will be called when needed. Do not become impatient if you are not called immediately. Despite a court calendar, many trials often do not occur on schedule because of settlement before trial, guilty pleas, postponements, or other unpredictable occurrences.

Part of the selection process is the examination of each prospective juror. This is called "voir dire." Both the judge and the attorneys will question you to determine if there are any reasons why you should not serve on the case at hand. The process of selection continues until a full jury has been picked.

If you are selected, you must continue to serve as juror until the trial is completed. Jurors are seldom sequestered--that is, kept overnight and isolated. However, you may be sequestered if you are deliberating on a criminal verdict or a highly publicized trial. These details and others are carefully outlined in the handbook. Finally, payment for jury service is \$25 a day.

If you have any additional concerns regarding what to expect while serving as a juror, please do not hesitate to give me a call.

Sincerely,

Jane Meeks, County Clerk

SW

Set E - Document 15 - Letter, Medical
Readability Level 8.73

August 12, 1993

Mrs. Diane Mason
202 West 25th
Pittsburg, TX 75556

Dear Mrs. Mason:

I am sorry that I was unable to return your call yesterday. I had an emergency surgery and did not return to my office to receive my telephone messages. Nonetheless, I will do my best to address your concerns about the fibroid tumor that we recently diagnosed.

Please understand that fibroid tumors, which are fibromuscular growths of the uterine wall, are common among women in their thirties and forties. However, at menopause these benign growths can begin to shrink to about a third of their original size. Small fibroids that produce no symptoms require no treatment.

When they are bothersome, the symptoms are usually related to menstruation or to the position of the fibroid. A large one at the surface may produce no effects, but one projecting into the womb, no matter how small, can cause severe pain and a great deal of bleeding.

A review of your sonogram report reveals that you have one extremely small fibroid tumor at the surface of your uterus. Since you have not experienced any pain, treatment is not necessary. However, continue to come in for your annual check-up and pap smear.

If you have additional questions or concerns, let me know.

Sincerely yours,

Charles Kerr, M. D.

dj

Set E - Document 16, Letter, Financial
Readability Level 9.12

February 23, 1993

Mrs. Dortha L. Day
1468 Farm Road
Quitman, TX 75783

Dear Mrs. Day

I presented your new "voice" fax machine to our research director, LaVon Rayon, and to our chief executive officer, Keith Taylor. Both were extremely impressed with this item and estimated a \$50 million annual market for it.

We are anxious to get this product on the market and to begin advertising as soon as possible. Thus, we need to begin production immediately. Our company attorney will schedule an appointment to discuss your patent rights and to negotiate the terms of a contract between you and our company. In the meantime, I look forward to working with you. Please feel free to contact me should you have any questions regarding this matter.

Yours truly

Frank Garrison
General Manager

vb

Evaluation Instruments

Student's Name _____
Date _____
Campus _____

No. of lessons completed _____
Hours with tutor _____

Error Frequency Chart

Pretest _____
Post test _____

Reading/Speaking Skills: Record how many of the following occurred.

- ___ 1. Instances of deviation from standard pronunciation.
- ___ 2. Inappropriate oral pauses or lack of indicated pauses.
- ___ 3. Reading miscues uncorrected.

Writing Skills

- ___ 4. Misspelled words.
- ___ 5. Misspelled words that were targeted ones.
- ___ 6. Sentence boundary errors.
- ___ 7. Comma faults.
- ___ 8. Misspellings that are homonyms.
- ___ 9. Apostrophe errors.
- ___ 10. Capitalization errors.
- ___ 11. Words omitted.
- ___ 12. Abbreviation errors.
- ___ 13. Subject/verb agreement errors.
- ___ 14. Verb tense errors.
- ___ 15. Word ending errors.
- ___ 16. Errors in punctuation of titles (Dr., Mr., Ms.).
- ___ 17. Numbers reflecting disregard for convention.
- ___ 18. Business format errors.
- ___ 19. Underlining.
- ___ 20. Idiom.
- ___ 21. Division between syllables.

Student's Name _____

Date _____

Campus Name _____

Value Added Survey

Part 1: Students' Opinions

Directions: Please circle the appropriate number that reflects your attitudes.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Unsure</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. I feel very confident about my ability to write correctly.	1	2	3	4	5
2. I enjoy writing business letters and other school assignments.	1	2	3	4	5
3. I find it easy to write correctly without assistance.	1	2	3	4	5
4. I feel that I have a good command of spelling.	1	2	3	4	5
5. I feel confident in my ability to speak effectively at school and/or on the job.	1	2	3	4	5
6. I feel confident in my ability to read school and/or business documents accurately.	1	2	3	4	5
7. I feel confident that I have the ability to become a better writer.	1	2	3	4	5
8. I feel confident about participating in class activities.	1	2	3	4	5
9. I feel confident about participating in class discussions.	1	2	3	4	5

Name _____

Date _____

Race/Ethnicity _____

Gender/Sex _____

Age _____ College major _____

What language was spoken in your home when you were a child? _____

Have you ever completed an English course in college? _____

If so, please circle the appropriate course:

Developmental English

Freshman Composition

Literature

Other, specify _____

Value Added Survey. Part 2: Teacher and Tutor Observation
(To be completed in a conference setting with teacher, tutor, and student at midterm and near the end of the semester.)

Improve No Change Worse

1. Reading expression
2. Appropriate reading pauses
3. Reading miscues corrected
4. Mispronunciations
5. Willingness to work independently
6. Ability to work efficiently
7. Ability to correct writing errors
8. Ability to follow directions
9. Ability to apply spelling rules
10. Neatness/legibility
11. Positive reaction to criticism
12. Interest in learning
13. Confidence
14. Overall writing skill

Comments:

Description of Field Test

Description of Field Test

The whole language curriculum was field tested in two business English courses for office technology students in the spring semester of 1993, one at Vernon Regional Junior College (Wichita Falls Campus) and one at Northeast Texas Community College. At Vernon Regional Junior College, the curriculum was used as a lab activity required of the students for one hour per week. A tutor was assigned to the lab, and she spent approximately ten hours per week in the lab in order to meet individually with the eighteen students in the class, seeing three to four students per hour. The students understood that the tutor would determine the lab grade, which would count as one-fourth of the total grade for the course. Of the eighteen students who enrolled in the course, seventeen completed the course successfully. Both the tutor and the students were enthusiastic about the value of the whole language activities.

At Northeast Texas Community College the whole language curriculum was an optional activity for the business English class of eighteen students. "Extra credit" was offered for those who participated. In other words, successful completion of the whole language activities would provide extra credit points. Eight of the eighteen students completed the whole language activities. Two students from a developmental English class voluntarily completed the whole language activities as well.

The pretest was administered by the teacher of the business English course at Vernon Regional Junior College. The teacher dictated a business letter (Document 1, Set A) to the class during the first week of classes. Then each student read the same letter into a tape recorder during the first session in the lab with the tutor. Each written and oral pretest was scored by two people on the project staff: the project director and the tutor. The results were recorded on the Error Frequency Chart. The same procedure was followed for the post test. Document 16 from Set A was used for the post test. An attitude survey was administered ("Value Added Survey: Part 1. Student Opinion") both at the beginning of the course and at the end to see if the student's confidence level improved. "Value Added Survey: Part 2, Teacher/Tutor Observation" was completed in a conference setting near the end of the semester. The teacher, tutor, and student met to discuss the student's progress in mastering the specific skills targeted in the course.

The tutor administered the pretest and the post test at Northeast Texas Community College. Because of a scheduling problem, the students did not complete the oral section of the post test at the Northeast campus. Also the students completed their attitude survey only at the end of the course. Consequently, fewer conclusions could be drawn from the data gathered in the Northeast field test.

Data Analysis

Data Analysis

Statistical Consultant
Dr. Steve Tipps, The University of North Texas

Vernon Regional Junior College

Eighteen students were enrolled in the whole language program at Vernon Regional Junior College. Of this number, 17 completed the course. The final grade distribution was 5 A, 8 B, 3 C, 1 D, and an F for the student who did not complete the course.

Pre- and post-test data were collected for the reading, writing, and total number of errors. The mean number of reading errors for the pre-test was 5.75 (s.d.=3.992) and for the post test was 2.062 (s.d.=1.34). A significant reduction in the number of reading errors was found ($F=15.148$; $p \leq .0014$).

Table 1. Comparison of Reading Pre Test to Reading Post Test

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
R Pre	16	5.75	3.992	.998
R Post	16	2.062	1.34	.335

Source:	df:	Sum of Squares:	Mean Square:	F-test:	P value:
Between subjects	15	158.219	10.548	.78	.6828
Within subjects	16	216.5	13.531		
treatments	1	108.781	108.781	15.148	.0014
residual	15	107.719	7.181		
Total	31	374.719			

The number of writing errors also decreased significantly ($F = 52.236$; $p \leq .0001$). The mean number of writing errors for the pre-test was 20.765 (s.d. = 9.451) and for the post test 9.353 (s.d. = 4.401).

Table 2. Comparison of Writing Pre Test to Writing Post Test

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
W Pre	17	20.765	9.451	2.292
W Post	17	9.353	4.401	1.067

Source:	df:	Sum of Squares:	Mean Square:	F-test:	P value:
Between subjects	16	1399.882	87.493	1.029	.4755
Within subjects	17	1446	85.059		
treatments	1	1106.941	1106.941	52.236	.0001
residual	16	339.059	21.191		
Total	33	2845.882			

Accordingly, the total number of errors were found to have decreased significantly from pre test to post test ($F = 52.442$; $p \leq .0001$) with a mean of 25.5 (s.d. = 11.413) for the total pre-test and a mean of 11.062 (s.d.= 4.509) for the total post-test. This analysis supports the research hypothesis that a whole language approach used in teaching business English would decrease the number of oral and written errors.

Table 3. Comparison of Total Errors on Pre-Test to Post-Test

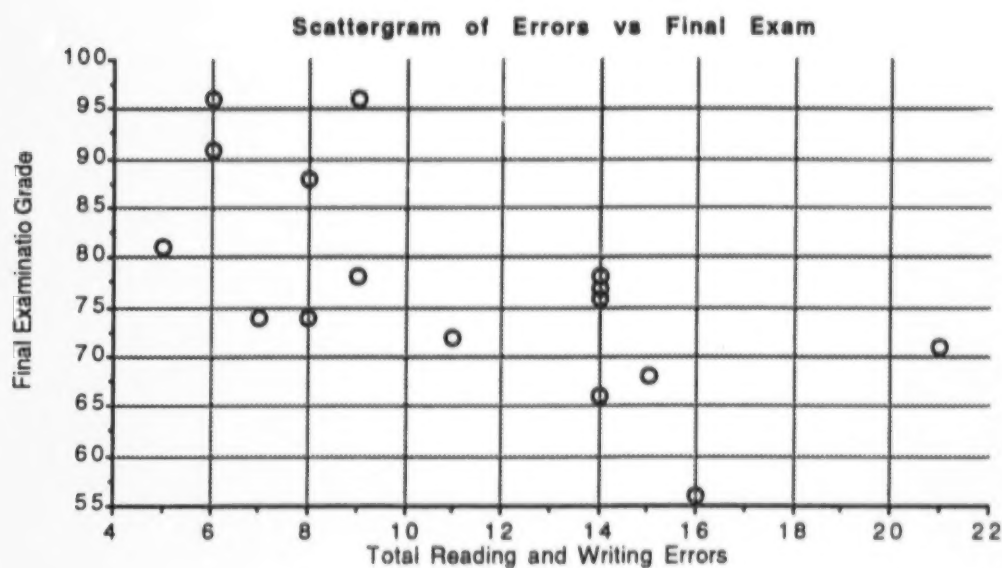
Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Total Pre	16	25.5	11.413	2.853
Total Post	16	11.062	4.509	1.127

Source:	df:	Sum of Squares:	Mean Square:	F-test:	P value:
Between subjects	15	1781.969	118.798	.886	.5901
Within subjects	16	2144.5	134.031		
treatments	1	1667.531	1667.531	52.442	.0001
residual	15	476.969	31.798		
Total	31	3926.469			

An interesting relationship was found between the final exam for the course and the total number of errors. An inverse relationship of $-.647$ shows that improvement on the whole language assessment paralleled the conventional course examination. Those students with the fewest reading and writing errors also tended to have the higher exam scores. A scattergram illustrates this relationship.

Table 4. Correlation of Total Errors to Final Examination Grade

Count:	Covariance:	Correlation:	R-squared:
16	-31.708	-.647	.418



A 9-item Likert scale was used for pre- and post-evaluation of students' confidence in their English skills. Each item was evaluated on a 5 point scale with 1 being the score which indicated the most confidence in their ability. No significant change was found, although the change from 20.529 to 18.176 approached significance ($F = 4.184$; $p \leq .0576$).

Table 5. Comparison of Student Self Confidence on Pre and Post Measures

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
VA PRE	17	20.529	5.064	1.228
VA POST	17	18.176	5.04	1.222

Source:	df:	Sum of Squares:	Mean Square:	F-test:	P value:
Between subjects	16	636.765	39.798	2.98	.0158
Within subjects	17	227	13.353		
treatments	1	47.059	47.059	4.184	.0576
residual	16	179.941	11.246		
Total	33	863.765			

The analysis reveals a significant variation between subjects in level of confidence ($F = 2.98$; $p \leq .0158$). The level of confidence measure has only weak relationships (r of .2 to .3) to either final grades or total number of errors. Therefore, students' confidence was not reflected necessarily in higher grades or better confidence.

An attempt was made to compare the group taught with the whole language methods to a cohort group enrolled for the same course in the Spring of 1992 without the whole language method. However no significant difference was found between the cohort groups in their final grade in the course.

Table 6: Comparison of Final Grade of Cohort Groups in Business English

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
SP 92	11	80.364	4.478	1.35
SP 93	18	80.944	12.873	3.034

North East Texas Community College

Twenty students were enrolled in the whole language approach at North East Texas Community College. Only 10 students completed the course with 7 receiving a grade of A and 3 receiving a grade of B. No data was reported for the reading errors post test. For the writing test, no significant change was found between the pre-test and the post-test. However, the average number of errors reported decreased from 15.9 to 13.2.

?

Table 7. Comparison of Writing Pre-Test to Writing Post-Test

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
W Pre	10	15.9	7.738	2.447
W Post	10	13.2	11.322	3.58

Analysis of the total score was done because the post test reading errors were not reported. Sufficient data was not available to complete other analysis of the North East Texas Community College group or comparison with the VRJC group.

Discussion

The whole language program as carried out in the business English course at Vernon Junior Regional College appears to have had significant impact on student performance on simulated office tasks involving reading and writing. The number of errors in reading and writing decreased significantly. This improvement is correlated with performance on the final examination. Students who had fewer errors on performance tasks also did better in general on the final exam. The 2 point improvement in student confidence was not significant.

Any conclusion about the whole language program at North East Texas Community College would be speculative. The high rate of attrition (10 of 20 dropped out) and the incomplete data make analysis impossible.

The positive results at VRJC would support another replication of the project both at VRJC and at other campuses. Additional field testing would be appropriate with the materials.